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DEPLORE STATE OF EDUCATION

LOSS OF STUDENTS MAJOR PROBLEM -- Budapest, Nepszava, 19 Dec 50

At a meeting of teachers, school principals, and representatives of the au-
 thorities, held under the auspices of the Hungarian Ministry of Education, ways
 of counteracting the widespread loss of pupils in the eight-grade general schools
 were discussed.

The deficiencies of the general schools, as revealed in the course of the
 debate, include low level of instruction, poor attendance at classes, and, espe-
 cially in the rural areas, popular dislike for the school. The result of these
 negative factors has been a gradual decrease in the number of general-school pu-
 pils. Thus, in Buda County, while 15,390 pupils were registered for the first grade,
 only 5,387 pupils were registered for the eighth grade in 1950-51. The situation
 is aggravated by the fact that for the most part children of agricultural and in-
 dustrial laborers are dropping out of school.

Frequently, the parents take their children out of school to employ them at
 home for housework or to stand in queues. The principal of the Tura general school
 even suggested that stores should not be permitted to serve children during the pe-
 riod of instruction.

But it would be a mistake to place the blame on the parents alone. Often ex-
 cessive demands are made on the children for extracurricular and social activities.
 In many cities and towns the teachers are also overburdened with duties which per-
 force interfere with their professional work. At Verseg, the school children were
 ordered to care for horses. At Dany, the school had to be closed because the two
 teachers were assigned to do land survey work. At Izbeg, the superintendent of
 the forest threatened the school principal, because she refused to permit the eighth
 grade pupils to work in afforestation during the period of instruction.

Many useful recommendations were made at the meeting to remedy this unhealthy
 situation. The teachers promised to do their utmost; competitions between schools
 as well as between teachers were entered into; a record will be kept of absent pupils

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absent pupils will be visited at home on the first day of their absence; home visits at regular intervals will be instituted by teachers, pioneer youths, and parent-teacher associations; etc.

Local school committees also have prepared campaigns for fighting student loss. At Kisnemedi, the local council distributed eight pairs of shoes to children who had been kept out of school because of the lack of footwear. At Pecel, the parent association gave 1,500 forints to purchase clothes for needy children. At Budajeno, the local council paid 800 forints for shoes for school children. At Nagykata, inadequate transportation threatens to force many pupils out of the Gymnasium. The district and local councils joined forces to solve the problem. As a result, transportation has been improved and some of the pupils have been placed with local families. At Tetepusztá and Herceghalom, the children are taken to school in cars. At Gyón-Csarda, the children had to walk 6 kilometers to school. The local council solved the problem by rebuilding an abandoned house, installing benches in the new schoolhouse, and engaging a teacher.

It was, however, the consensus of opinion at the meeting that the most effective means to keep the children in school is to raise the level of instruction. The teachers must prepare for class and, therefore, must be allowed time for preparation. Neither teachers nor children must be burdened with extraneous activities. -- Vera Mate

EDUCATORS DECIDE TO LIBERALIZE EDUCATION -- Munich, Hungaria, 12 Jan 51

The Communist Party finally has been forced to recognize the existence of chaos created by the constant revision of the educational system, the unending reforms in higher education prompted by the development for strategic purposes of Marxist and Leninist professors, by decreasing the time of study at all levels of education, and the cessation of methodic study. This "recognition" naturally provides for the introduction of newer reforms, which in this case mean a return to methods previously described as reactionary and discarded with much hullabaloo.

As dialectic and voluble as the Revai-Darvas-Andics trio are in voicing epic-making Marxist announcements, they are equally reserved when the party is compelled to admit that even Marxist Bolshevism cannot use force in dispensing knowledge without itself suffering.

University chancellors, deans, and directors attended the meeting, in addition to the political directors of higher education. Laszlo Orban, who presided at the meeting, is the official chief of the political group of the Ministry of Culture, but it is well known that he is actually the representative of the political police.

Comments at the meeting revealed that the students' preparation at mid-year and year-end examinations is so poor that it is no longer a matter of individual concern, but a problem of university instruction.

The new motto, which sounds somewhat reactionary, is "good and prompt examinations." It is the task of the Hungarian Komsomol, the Association of Democratic Youths (DISZ), to see that students live up to this motto. DISZ methods include sending peasant and working youths who do not study to "re-education camps" of the political police.

The six grade grading system has proved too liberal and the old five-grade system is to be used again. The grades are: "jeles"-outstanding, "jo"-good, "kozepes"-average, "elegseges"-fair, and "elegtelen"-unsatisfactory.

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The address by Communist leader, Orban was startling to those accustomed only to Communist jargon. He said that just as production is the chief criterion in factories, study is the most important task at the university, and that a student's loyalty to the people's democracy is best measured by his results on examinations. Even during the past year deans' chairs and professorships could have been lost for such statements.

Gabor Tolnai, Communist chief of the Division of Universities, announced the latest university study regulations, which also show a halt in the developing Marxist dialectic. The regulations give a large sphere of authority to chancellors and deans, reintroduce the principle of individual responsibility, initiate disciplinary action for unwarranted lack of study, make attendance at lectures compulsory, and prescribe regular, disciplined study. Anyone voicing these theories in these words a year ago would have been accused of furthering the work of the enemy within the university by emphasizing the individual departments.

At the direction of Krayevski, the dictator of Soviet higher education, newer steps have been taken toward the bolshevization of university study. It has been announced that state examinations must follow the conclusion of courses in every field. These examinations will require a competent knowledge of Marxism-Leninism and the Russian language in addition to the various fields of study.

This conference marks the nadir to which public education has been forced by bolshevist leadership. During the past 5 years, academic authorities have been "cleaned out" of public education; continuous education was patched with rapid courses in specialized subjects, students were discouraged from regular study by the appropriation of school buildings for military purposes, and students who were forced into schools of higher learning without intermediate level education have gradually dropped out of colleges and universities.

1951 BUDGET MAKES APPROPRIATIONS FOR APPRENTICE TRAINING -- Budapest, Nepszava, 20 Dec 50

During the budget debate in the Hungarian National Assembly, a report on the 1951 appropriations for the Manpower Reserve Office disclosed generous provisions for apprentice training. The most important items under this heading are the building of 97 apprentice homes and 40 apprentice training shops, and the introduction of training in 130 apprentice schools.

The number of beds in apprentice homes was increased from 6,500 to 13,000 in 1950 and will be further increased to 17,000 during 1951. These increases will be accomplished partly by enlarging existing buildings and partly by constructing new apprentice homes. Particularly great attention is being given to apprentice training for coal mining. New apprentice homes are under construction at the Ajka, Diosgyor, Nagybatony, and Somlo mines.

Apprentice training shops will be built in 1951 at the Ganz Wagon Works, at Diosgyor, Ozd, Tatabanya, Petfured, etc. Other training shops will be opened during 1951 at Gyor for 200 apprentices, at the Csepel Automobile Works for 200, and at the Lang Machine Works for 500. All these shops will be integrated into the general apprentice training program, which calls for 60,000 industrial apprentices.

The level of training will be raised in 1951. Some 450,000 copies of free textbooks were issued to apprentices in 1950, and this number will be increased to 700,000 in 1951. The libraries in apprentice homes will be enlarged; 700,000 forints were appropriated in the 1951 budget for the purchase of apprentice library books and supplies.

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During 1950, 8,000 apprentices were provided with uniforms, while in 1951, 42,000 new uniforms will be issued to apprentices free of charge. Mining apprentices have priority over industrial apprentices in the issuance of the neat, dark-brown uniforms.

The 1951 budget also provides for recreation for 15,000 apprentices and for the creation of a number of physical culture installations and playgrounds. Besides a central sports ground in Budapest, 50 volleyball fields, 20 basketball courts, 30 handball courts, and 60 general playgrounds will be built for the apprentices at Budapest, Dunapentele, Tatabanya, and other cities and towns.

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